

# CURRICULUM VITAE

**Tiffany S. Lee**  
**Native American Studies**  
**MSC06 3740**  
**1 University of New Mexico**  
**Albuquerque, NM 87131**  
**505-277-3927**  
**tslee@unm.edu**

## **Education**

- Post-Doctoral      American Educational Research Association/Institute for Education Sciences (AERA/IES) Fellow, University of New Mexico, Native American Studies, 2003-2006
- Ph.D.                Sociology of Education, School of Education, Stanford University, Stanford, CA, September 1999
- Dissertation Title: *Sources of Influence over Navajo Adolescent Language Attitudes and Language Use*
- Committee: Dr. Elizabeth Cohen, Chair, Dr. Guadalupe Valdes, Dr. Ray McDermott, and Dr. Joshua Fishman.
- M.A.                Sociology, Stanford University, Stanford, CA, June 1999
- B.A.                Psychology, Pomona College, Claremont, CA, May 1990

## **Current Position**

- July 2018 – present      *Chair*, Native American Studies, University of New Mexico
- 2012 – 2018              *Associate Director*
- July 2017 – present      *Professor*
- 2011 – 2017              *Associate Professor*
- 2006 – 2011              *Assistant Professor*

## **Academic Awards, Fellowships, Honors, and Distinctions**

- 2021 – 2022 *Adobe Digital Literacy Innovation Award*, University of New Mexico
- *UNM Best Course Rubric Standards for NATV 2140*, UNM Online Course Certification, June 2019
- Nominee for the *G. Mike Charleston Award for Distinguished Service*, AERA Indigenous Peoples of the Americas Special Interest Group, 2019

- *UNM Best Course Rubric Standards for NATV 305*, UNM Online Course Certification, December 2017
- *UNM Outstanding Teacher of the Year Award*, Nominee, Office of Support and Teaching Excellence, UNM, 2011-12
- *Special Thank-you And Recognition from Students (STARS) Award*, American Indian Student Services Recognition, UNM, 2011 & 2013
- *Scholars in Action* Recognition, Project for New Mexico Graduate Students of Color and the Office for Equity and Inclusion, University of New Mexico, 2011
- Nominee for the *Bobby Wright Award for Early Career Contributions to Research in Indigenous Education*, AERA Indigenous Peoples of the Americas Special Interest Group, 2010
- *Outstanding Faculty*, American Indian Student Services Recognition, UNM, 2009 & 2010
- *UNM Faculty of Color Award*, Project for New Mexico Graduate Students of Color, 2009
- *AERA/IES Post-Doctoral Fellowship*, American Educational Research Association/Institute for Educational Sciences. Placement at University of New Mexico, Native American Studies. 2003-2006
- *John Milton Oskison Writing Award*, American Indian Alaska Native Programs, Stanford University, Award for paper submission, 1999
- *Alternate Fellow*, American Sociological Association, Minority Fellowship Program, Predoctoral fellowship, 1998-99
- *Josephine de Karman Fellowship*, San Dimas, CA, Dissertation fellowship, 1998-99
- *Navajo Graduate Fellowship*, Navajo Nation, Graduate studies award and dissertation fellowship
- *NASF Scholarship*, Native American Scholarship Fund, Albuquerque, NM, Graduate studies award
- *Graduate Research Opportunity Award*, Humanities and Sciences, Stanford University, Research award for dissertation data collection, 1998
- *Spencer Research Training Grant*, School of Education, Stanford University, Research award for dissertation proposal, 1998
- *Career Development Grant*, American Association of University Women Graduate studies award for purpose of furthering my career in education, 1997-98
- *School of Education fellowship*, School of Education, Stanford University Graduate studies fellowship
- *BF Foundation Student Teaching Scholarship*, Flagstaff, AZ, Scholarship awarded to students who complete their student teaching at schools with low-income students, 1994
- *Indian Education Fellowship*, U.S. Department of Education, Graduate studies fellowship, 1992-1993

- *Summer Research Grant*, American Indian Leadership Development Program, Stanford University, Grant to conduct individual research in creating a Navajo curriculum guide and a Native American college guide, 1992
- *Chief Manuelito Scholarship*, Navajo Nation, Undergraduate studies award to study at Pomona College

## **University Teaching Experience**

NATV 590: Project of Excellence (Capstone course for MA students)

NATV 560: Research Method and Practice in Indigenous Scholarship (MA course)

NATV 462: Native American Oral Tradition and Language Reclamation

NATV 461: Community Based Learning in Indigenous Contexts

NATV 351: Internship, supervision, and facilitation

NATV 352: Independent Study and Guided Research

NATV 315: Language Revitalization, Restoration, and Community Renewal.

NATV 305: Indigenous Self-Determination in Education (in person and online)

Awarded Online Course Advisory Council (OCAC) Certificate for meeting UNM Online Best Practices Rubric; and Awarded National Quality Matters Certification

NATV 300: Research Methods in Indigenous Contexts

NATV 2315: Indigenous Language Revitalization, and Community Renewal

NATV 2140: Research Issues in Native American Contexts (in person and online)

Awarded Online Course Advisory Council (OCAC) Certificate for meeting UNM Online Best Practices Rubric

NATV 1150: Introduction to Native American Studies

NAS 255: Nation Building and Environmental Issues in Native America.

Course for the Tribal Resource Institute in Business, Engineering, & Science (TRIBES). TRIBES was a summer college preparatory program for Native American high school graduates. This course entails facilitation of the creation of a prototype tribal government by students and increases their awareness of general environmental issues across Native America.

*Facilitator/Instructor*, UNM Continuing Education, Tribal Case Management 477 Training, May – June, 2009 Taught Case management skills to tribal community based social workers and case managers

*Teaching Assistant*, University of New Mexico, Albuquerque, NM, Summer session 1994

Assisted professor in teaching American Indian Studies for the TRIBES summer program for post-high school Native American students

*Teaching Assistant*, Stanford University, Stanford, CA, April - June 1992

Designed and taught a seminar section for the course *American Indian Ways of Knowing*. Seminar consisted of fifteen Stanford undergraduate students. Discussed contemporary issues of Native American people.

## **High School Teaching Experience**

- Aug 1999- Jan 2001     *High School Teacher*, Community Based Education Model, Santa Fe Indian School, Santa Fe, NM  
Taught American Indian tribal government and communications to Pueblo high school students in this innovative interdisciplinary educational program. The program entailed student participation in pueblo community based environmental science and tribal justice projects. Led workshops on computer applications for community members and school staff.
- Aug. 1996-  
May 1997                *Dean of Social Studies Dept.*, Greyhills Academy High School, Tuba City, AZ  
Supervised and evaluated three high school social studies teachers. Developed department curriculum. Represented department in administrative matters.
- Aug. 1995 -  
July 1997                *High School Teacher*, Greyhills Academy High School, Tuba City, AZ  
Taught Honors American History, American History, US/Navajo Government to juniors and senior high school students in a Navajo majority school on the Navajo Nation.
- August - Dec. 1994     *Student Teacher*, Window Rock High School, Fort Defiance, AZ  
Assisted teacher and gradually independently taught World History and US Government to fulfill requirements of teacher certification program. Taught tenth through twelfth grade students in a Navajo majority public school on the Navajo Nation.
- 1990-1991                *Substitute Teacher*, Window Rock Unified School District, Fort Defiance, AZ  
Taught students from grades kindergarten through twelfth in teacher's absence. Taught in three different schools within district.

## **Research Experience and Grants**

- May 2023                Principal Investigator, *Improving research to understand the link between holistic wellbeing of Diné children and families, and Diné bizaad*. UNM Center for Regional Studies. Grant Amount: \$30,000
- February 2023            Principal Investigator, *UNM College of Arts & Sciences Supplemental Travel Grant*. Grant Amount: \$1498
- February 2023            Principal Investigator, *UNM Grand Challenge – Indigenous Child Wellbeing. Supplemental Funding Grant*. Grant Amount: \$6898
- August 2022             Principal Investigator, *UNM Grand Challenge – Indigenous Child Wellbeing. Planning Grant*. Grant Amount: \$5,000
- March 2022                Principal Investigator, *Sustained Cultural Learning – Cultural Competencies Module development and delivery*. Funded by the NM Public Education Department for 6 months. Grant amount: \$59,286

Tiffany S. Lee

- July 2021 Team member and collaborator, *Saad K'idilyé: Language Nest*. Funded by the W.K. Kellogg Foundation for 2 years. Grant amount: \$639,784
- December 2020 Co-Principal Investigator, *Saad K'idilyé: Language Nest Planning and Research*. Funded contract from the NM Indian Affairs Division. Contract amount: \$20,000
- May 2020 Co-Principal Investigator, *Diné Language Teacher Institute*. Grant to develop Diné language immersion teachers. New Mexico Public Education Department. Grant amount: \$1.3 million - FY21-25
- December 2018 Faculty Coordinating Committee and Advisory Council, *Building Humanities Pathways: A CNM and UNM Partnership for Innovation and Success*. Andrew W. Mellon Foundation. Grant amount for both institutions: \$1,000,000.
- October 2017 Principal Investigator, *Indigenous Perspectives on New Mexico History: Counter-narratives for High School Instruction*. UNM Center for Regional Studies. Grant amount: \$4000
- October 2017 Co-Principal Investigator, *14<sup>th</sup> Viola Cordova Memorial Symposium: Indigenous Women's Perspectives on 21<sup>st</sup> Century Community-Building*, UNM Center for Regional Studies. Grant amount: \$5000
- August 2016 Principal Investigator (of UNM award), *Indigenous Language Immersion and Native American Student Achievement*. National study funded by the Spencer Foundation. Notified of award on August 1. Grant amount: \$1,000,000 (UNM sub-award of \$182,765)
- May 2015 Extended Learning Seed Funding to develop on online BA in NAS. Awarded to our department based on the proposal I wrote as part of UNM's Managed Online Programs initiative. Grant amount: \$100,000
- January 2015 Pre-Conference on Navajo Language Revitalization, Navajo Studies Conference, Inc. – Grant from the Lannan Foundation to support the pre-conference activities. Proposal writer on behalf of the Navajo Studies Conference Board. Grant amount: \$3,122
- February 2015 *Principal Investigator*, Sustaining Navajo Knowledge for Navajo Youth and Communities, Navajo Studies Conference, Inc. – Grant from the American Educational Research Association Education Research Service Grant program. Phenomenological research approach to collect stories, research, and perspectives of presenters at the 20<sup>th</sup> Navajo Studies Conference and share in a curriculum package with Navajo Nation schools. Grant amount: \$5,000
- August 2013 3<sup>rd</sup> Navajo Studies Symposium, Dilkon, Arizona – Grant from the Seventh Generation Fund for Indian Development under the Intergenerational Leadership Initiative to support the Navajo Studies Symposium. Proposal writer on behalf of the Navajo Studies Conference Board. Grant amount: \$4,000
- January – June 2012 Research Consultant, Wakanyeja “Sacred Little Ones” Initiative with the Southwestern Indian Polytechnic Institute. Empirically based research evaluation of SIPI's grant funded initiative to infuse and adapt culturally relevant education into early childhood programs.

- January 2010 *Principal Investigator*, Teaching Allocation Grant, University of New Mexico. Grant to support the development of my course: NATV 461: Community-Based Learning in Indigenous Contexts. Grant amount: \$1250
- Sept 2009 – July 2010 *Co-Principal Investigator*, A Sustainable Partnership for Improving Knowledge and Care for Native American Community Academy Youth and Families: A Community Based Participatory Research Project funded by the Center for Participatory Research at the University of New Mexico. Collaborative work with NACA and the UNM Center for Behavioral Health to better understand and serve the behavioral health needs of NACA students and families through specific aims jointly developed by members of the NACA community and CRCBH staff. The project developed a base of knowledge about the behavioral health needs of the school's students and families to foster partnership on future projects to improve services at NACA and for the youth off-reservation community. Grant amount: \$14,997
- Feb. 2007 – June 2010 *Co-Principal Investigator*, Indian Education in New Mexico, 2025; Indigenous Education Study Group. Grant funded research from NM Public Education Department to study best practices in American Indian education across New Mexico. Collaborative research project utilizing focus groups, individual interviews, participant observations, and document review to determine the best practices in American Indian education and successful inclusion of Native language and culture in education in New Mexico. Grant amount: \$250,000
- Spring 2009 *Principal Investigator*, Institute for American Indian Research (IfAIR) Small Event Grant Recipient, University of New Mexico  
Grant to fund the course: Community-based Learning in Indigenous Contexts (NATV 450.002). The students engaged in service learning projects at the Tribal Youth Environmental Summer Camp in Santa Clara Pueblo. Grant amount: \$1000
- December 2007 - Sept. 2008 *Principal Investigator*, Revitalizing Native Languages: Supporting Teachers and Learners through Language Immersion, Research Allocation Committee, University of New Mexico. Research study to implement a summer language immersion program for Navajo and Lakota learners. Grant amount: \$8000
- Oct. 2003 – Feb 2010 *Research consultant/evaluator*, American Indian College Fund, Denver, CO  
Conduct yearly research evaluations of the AICF-Mellon Faculty Career Enhancement Program, which is designed to aid tribal college faculty with completing terminal degrees. Interviews, surveys, document review.
- Jan. 2006 – June 2008 *Research evaluator*, New Voices and New Visions for Engaging Native Americans in Computer Science, Broadening Participation in Computer Science Grant from the National Science Foundation, University of New Mexico and Boston University. Created the evaluation instruments and conducted focus groups, interviews, and questionnaires with student participants.
- November 2005 *NAEP/NIES Database Training*, Washington, DC.  
Selected as one of 25 research scholars nationwide to receive training in utilizing the National Center for Education Statistics datasets with regard to the National Assessment for Educational Progress and the National Indian Education Study.

Tiffany S. Lee

NIES is specific to American Indian/Alaska Native populations. I will use the training to implement my proposed research project examining the influence of cultural education on academic achievement.

- 2005-2006 *Principal Investigator*, Institute for American Indian Research (IfAIR) Event Grant Recipient for 2005-06 academic year, University of New Mexico Grant to fund community-based research work with the students enrolled in NAS 150.629 Freshmen Learning Community and several Native schools and organizations. Grant amount: \$1000
- 2005 *Co-Principal Investigator*, Tribal Resource Institute in Business, Engineering, and Science, University of New Mexico. Funded by the Council of Energy Resource Tribes. Supervised management of summer and scholarship programs. Contract amount: \$200,000
- Sept. 2003-2006 *AERA/IES Postdoctoral Fellowship*, University of New Mexico Conducting a three year ethnographic study of the impact of Indigenous learning communities on students' commitment to their communities and life goals.
- Feb. 2002 – Sept. 2005 *Co-Principal Investigator*, David and Lucile Packard Foundation Tribal Scholars Program, American Indian College Fund Conducted a study of the Packard Tribal Scholars Program, which determined differences in attrition and retention when they transfer from their tribal colleges to a four-year university. Ongoing evaluation includes AICF management and Tribal Scholars perceptions of effectiveness of program. Grant amount: \$100,000
- Oct. 2003 – July 2005 *Research Evaluator*, Poeh Arts Program, Pojoaque, NM Evaluation of educational approach, management, and student achievement in this Pueblo controlled arts training program.
- June - August 1992 *Principal Investigator*, Stanford University and Association of Navajo Community Controlled School Boards (ANCCSB), Fort Defiance, AZ Recipient of a summer grant from Stanford to create a Navajo Curriculum Guide and a Native American College Guide out of the ANCCSB office. The curriculum guide identified Navajo-content curriculum and references. The college guide aided college-bound Native students in learning about Native American programs and resources at several universities and community colleges nation-wide. Grant amount: \$1000
- January-Aug., 2000 *Research consultant*, West Ed, San Francisco, CA Contracted with West Ed to conduct a case study on a Navajo majority school in Arizona that is implementing comprehensive school reform. The study is to determine how the school has adapted their research-based model, Success For All, to meet the needs of their Navajo students.
- April – June 1999 *Interviewer*, Science, Math, and Engineering Core (SME) Program, Stanford University, Stanford, CA. Conducted interviews with Stanford undergraduate students regarding the impact of SME and other science, math, and technology courses on their overall education.
- Sept. - Dec. 1997, 1991-92 *Research Assistant*, Program for Complex Instruction, Stanford University, Stanford, CA

Conducted data collection, provided data entry, served as a liaison between Bay Area universities teaching complex instruction and the Program for Complex Instruction

- December 1994-  
January 1995      *Research Consultant*, Native American Scholarship Fund, Albuquerque, NM. Created an annotated bibliography of recommended readings for Native American students in grades K-4 and grades 4-6.
- 1990-91            *Research Assistant*, Dr. Mary Gauvain's study on Sociocultural Influences on Children's Collaborative Interactions, Navajo Nation, AZ.  
Obtained approval from participating reservation schools and collected data. Facilitated Navajo second graders on a task to map out a route of several locations around their school
- 1989-90            *Senior Thesis Research*, Pomona College, Claremont, CA  
Thesis Topic: Self-Concept and Acculturation Levels of Navajo High School Students. Obtained approval from participating schools, surveyed students, analyzed data, and interpreted results.

## **Professional Experience**

- Feb. 1, 2001 -  
Aug. 2003        *Program Coordinator*, Tribal Resource Institute in Business, Engineering, and Science (TRIBES), University of New Mexico, Albuquerque, NM
- Feb. 1 – June, 2002      *Program Coordinator*, David and Lucile Packard Tribal Scholars Program, University of New Mexico, Albuquerque, NM
- 1997-1999        *Coordinator*, Partners for Academic Excellence Program for Native American Freshmen, Stanford University, Stanford, CA
- 1997-1998        *Program Coordinator*, American Indian, Alaska Native, Native Hawaiian Programs, Stanford University, Stanford, CA
- Aug. - Dec 1995      *Cooperating Teacher*, Greyhills Academy High School, Tuba City, AZ
- 1993-1994        *Graduate Minority Opportunities Coordinator*, Northern Arizona University, Flagstaff, Arizona.

## **Refereed Articles, Chapters and Other Publications**

- Lee, T.S., & McKenzie, J. (2023). Indigenous language revitalization in the United States and Canada. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 3. Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.06044-9>.
- McCarty, T.L., Lee, T.S., Noguera, J., Yepa, W. & Nicholas, S. (2022) "You should know the name of the wind where you live": The significance of relational connections for Indigenous language immersion schools. *Comparative Education Review*, 66 (3), 417-441. <https://doi.org/10.1086/720509>
- Lee, T.S. (2022) The Significance of Native American Studies. *New Mexico Historical Review, Special Issue*, 97 (3), 249-258
- Lee, T.S. (2022) She had no use for fools: Stories from Dibé Łizhiní mothers. In R. Minthorn, C.



- Nelson, and H. Shotton (Eds.) *Indigenous motherhood in the academy*. New Brunswick, NJ: Rutgers University Press
- Lee, T.S. (2022) Educating for wellness through the practice of k'é. In P. Vallejo and V. Werito *Re-Transforming Diné Education: Innovations in Pedagogy and Practice*. Tucson, AZ: University of Arizona Press
- Lee, T.S. (2022) Teaching for *hózhó* and *wólak'hota*: Relationships, wellness and language revitalization at the Native American Community Academy. In J. Garcia, V. Shirley, & H. Kulago (Eds.) *Indigenizing education: Transformative theories and possibilities in Indigenous communities*. Charlotte, NC: Information Age Publishing.
- Lee, T.S. & Martinez, G. (2022) Indigenous epistemologies, social justice, and praxis: Centering education on students' wellbeing. In T. Chapman and N. Hobbel (Eds.) *Social Justice Pedagogy across the Curriculum: The Practice of Freedom*, 2<sup>nd</sup> Edition. NY, NY: Routledge
- McCarty, T.L., Noguera, J., **Lee, T.S.**, & Nicholas, S. (2021). "A Viable Path for Education"—Indigenous-Language Immersion and Sustainable Self-Determination. *Journal of Language, Identity, and Education* (Special Issue). 20 (5), 340-354.
- Lee, T.S., Lee, L., & Vicenti Carpio, M. (2020). Native American Studies (Bibliographic Article). In the *Oxford Bibliographies* in "Education". NY, NY: Oxford University Press  
<https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0251.xml>
- Tsinnajinnie, L. & **Lee, T.S.** (2020). Teaching Transformative Research for Indigenous Youth and Communities. In Ali, A. & McCarty T.L. *Critical Youth Research in Education – Methodologies and Praxis and Care* (pp. 99-114). Routledge.
- Tsinnajinnie, L., Minthorn, R., and **Lee, T.S.** (2019) *K'é and Tdayp-tday-gaw*: Embodying Indigenous relationality in research methods. In S. Windchief & T. San Pedro (Eds.) *Applying Indigenous Research Methods: Storying with Peoples and Communities*. New York, NY: Routledge
- Lee, T.S. (2018) Introduction: Indigenous women's perspectives on twenty-first century community building. *Wicazo Sa Review*, 33(2), 6-8.
- Lee, T.S. (2018) "In school I learn from A-H, but the world is A-Z": Promoting educational relevance, equity, and sovereignty through community-engaged learning. Invited Monograph Chapter. In J. Reyhner (Ed.) *Honoring Our Teachers*. Flagstaff, AZ: Northern Arizona University
- Lee, T.S. (2017) Native American Studies: A place of community. *AlterNative: an International Journal of Indigenous Peoples* 13(1), 18-25.
- Lee, T.S. & McCarty, T.L. (2017) Upholding Indigenous education sovereignty through critical culturally sustaining/revitalizing pedagogy. In D. Paris and H. Alim (Eds.) *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York, NY: Teachers College Press.
- Lee, T. S. (2016) The home-school-community interface in language revitalization: Canada and the United States. In S.M.Coronel-Molina and T.L.McCarty (Eds.) *Indigenous language revitalization in the Americas*. New York, NY: Routledge

- Lee, T.S. (2015) The significance of self-determination in socially, culturally, and linguistically responsive (SCLR) education in Indigenous contexts. Brayboy, B.M.J., Faircloth, S., Lee, T.S., Maaka, M., & Richardson, T. (Eds.) *Journal of American Indian Education*, 54(1), 10-32
- Lee, T. S. & McCarty, T. L. (2015) Bilingual/multilingual education and Indigenous peoples. In W. Wright, S. Boun, & O. Garcia (Eds.) *Handbook on Bilingual and Multilingual Education*. Hoboken, NJ: Wiley-Blackwell Press
- McCarty, T. & Lee, T.S. (2015) The role of schools in Indigenous cultural and linguistic revitalization. In W. J. Jacob, S.Y.Cheng, & M.K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity*. NY, NY: Springer
- Lee, T.S. (2015) The significance of self-determination in socially, culturally, and linguistically responsive (SCLR) education in Indigenous contexts. Brayboy, B.M.J., Faircloth, S., Lee, T.S., Maaka, M., & Richardson, T. (Eds.) *Journal of American Indian Education*, 10-32
- Brayboy, B.M.J., Faircloth, S. C., Lee, T.S., Maaka, M.J., & Richardson, T.A. (2015). Sovereignty and Education: An Overview of the Unique Nature of Indigenous Education. *Journal of American Indian Education*, 54(1), 1-9.
- McCarty, T.L. & Lee, T.S. (2014) Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.
- Lee, T.S. (2014) "If I could speak Navajo, I'd definitely speak it 24/7": Diné youth language consciousness, activism and reclamation of Diné identity. In L. Lee (Ed.) *Diné Perspectives: Revitalizing and Reclaiming Navajo Thought*, Critical Issues in Indigenous Studies. Tucson, AZ: University of Arizona Press
- Lee, T. S. (2014) Critical language awareness among Native youth in New Mexico. In L. T. Wyman, T. L. McCarty, & S. E. Nicholas (Eds.) *Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds*, pp. 130-148. New York: Routledge.
- Lee, T. S. & Lopez, N. (2014) "You should learn who you are through your culture": transformative educational possibilities for Native American youth in New Mexico. In K. Jocson (Ed.) *Cultural transformations: youth and pedagogies of possibility*, pp. 139-164. Boston, MA: Harvard Education Press
- Bird, C.P., Lee, T.S., & Lopez, N. (2013) Leadership and Accountability in American Indian Education: Voices from New Mexico. *American Journal of Education*, Special Issue on Leadership in American Indian and Alaska Native Education: Opportunities and Challenges, 119, 539-564.
- Lee, L. & Lee, T. S. (2012) Navajo Cultural Autonomy. *International Journal of the Sociology of Language*, 213, 119-126.
- Lee, T.S. (2011) Teaching Native youth, teaching about Native peoples: shifting the paradigm to socio-culturally responsive education. In A. Ball and C. Tyson (Eds.) *Studying Diversity in Teacher Education*, 275-293. Washington, DC: American Educational Research Association
- Lee, T.S. & Quijada Cerecer, P. (2010) (Re)Claiming Native youth knowledge: engaging in socio-culturally responsive teaching and relationships. *Multicultural Perspectives*, 12 (4), 199-205

- Lee, T.S. (2009). Language, Identity, and Power: Navajo and Pueblo young adults' perspectives and experiences with competing language ideologies. T. McCarty & L. Wyman (Eds.) Special Issue: Indigenous Youth and Bilingualism, *Journal of Language, Identity and Education*, 8 (5), 307-320
- Lee, T.S. (2009). Building Native Nations through Native students' commitment to their communities. *Journal of American Indian Education*, 48 (1), 19-36.
- Lee, T.S. (2008). Transforming Research through Indigenous Cultural Protocols: Issues of Access, Privacy, and Respect. In B. Jegatheesan (Ed.) *Access, A Zone of Comprehension, and Intrusion*. United Kingdom: Emerald Group Publishing Limited. 125-139.
- Lee, T.S. (2007). Connecting academics, Indigenous knowledge, and commitment to community: High school students' perceptions of a community based education model. *Canadian Journal of Native Education*, 30 (2), 196-216
- Lee, T.S. (2007, Fall) Successes and Challenges in Higher Education Transitions. *Tribal College Journal*, 19 (1), 30-35.
- Lee, T.S. (2007, Spring) "If they want Navajo to be learned, then they should require it in all schools": Navajo teenagers' experiences, choices, and demands regarding Navajo language. Special Issue on Navajo Studies, *Wicazo Sa Review*, 22 (1), 7-33
- Lee, T.S. (2006, September) Balancing the margin is my center: A Navajo woman's navigations through the academy and her community. In T. Berry & N. Mizelle (Eds.) *From Oppression to Grace: Women of Color and their Dilemmas within the Academy*. Sterling, VA: Stylus Publishing, LLC. 44-58.
- Lee, T.S. (2006, January) "I came here to learn how to be a leader": An intersection of critical pedagogy and Indigenous education. *InterActions: UCLA Journal of Education and Information Studies*, 12 (1), article 3, <http://repositories.cdlib.org/gseis/interactions/vol2/iss1/art3>
- Lee, T.S. and McLaughlin, D. (2001) Reversing Navajo Language Shift, Revisited. In Joshua A. Fishman, (Ed.) *Can Threatened Languages be Saved: Reversing Language Shift Revisited*. England: Multilingual Matters Ltd. 23-43.

### **State Commissioned Research Study & Report**

Jojola, T., Lee, T. S., Alacantara, A., Belgarde, M., Bird, C., Lopez, N., and Singer, B. (2010) *Indian Education in New Mexico, 2025*. Contracted by the New Mexico Public Education Department, Indian Education Division. Three year study and 183 page research report submitted on June 30, 2010. Final revisions submitted April 2011.

### **Community-Based Research (Publications, Media...)**

- Lee, T. S. and Sims, C. (2022) The NM Linguistic Landscape: Online Professional Development Training Module for the Sustained Learning Cultural Competencies Initiative, NM Public Education Department
- Lee, T. S. (2015 ) Website of selected video presentations at the Navajo Studies Conference. <https://navajostudiesconference2015.wordpress.com/>
- Lee, T. S. (2010) *Community Perspectives on Education from the Southwest Listening Forum*. Prepared

as a Working Document on Southwest Native Community Issues for the United States Social Forum held on June 2010 in Detroit, MI

- Lee, T. S. (February 2005, February 2006, January 2007, February 2008, March 2009, February 2010) Andrew Mellon Foundation –American Indian College Fund Faculty Career Enhancement Program Evaluation (six separate reports total)  
Conducted original research for program analysis using interviews, document review, and field Notes; prepared and distributed research report for each year listed; Funded by Mellon Foundation and American Indian College Fund
- Lee, T.S. (August 2002, December 2004, November 2005, July 2006) David and Lucile Packard Foundation-American Indian College Fund Tribal Scholars Program Evaluation (four separate reports total)  
Conducted original research for program analysis using surveys, interviews, document review, and field notes; prepared and distributed research report for each year listed; Funded by Packard Foundation and American Indian College Fund
- Lee, T.S. (August 2004, July 2005) Pueblo of Pojoaque Poeh Arts Program Evaluation (two separate reports total)  
Conducted original research for program analysis using surveys, interviews, document review, and field notes; prepared and distributed research report for each year listed; Funded by Pueblo of Pojoaque Poeh Arts
- Lee, T. S. (2000) Community Based Education Model, Santa Fe Indian School Program Evaluation  
Conducted original teacher research for program analysis using participants’ journals, document review and field notes; prepared and distributed research report
- Lee, T.S. (2000) *Cochiti Summer Keres Program*. Newsletter and brochure developed for Cochiti Pueblo Language Program.
- Lee, T.S. (1995) *NASF Reading guide*. Albuquerque, NM: Native American Scholarship Fund
- Lee, T.S. (1992) *Navajo Curriculum Guide*. Fort Defiance, AZ: Association of Navajo Community Controlled School Boards, Inc.
- Lee, T.S. (1992) *Native American College Guide*. Fort Defiance, AZ: Association of Navajo Community Controlled School Boards, Inc.

## **Manuscripts Under Review**

- Greyeyes, W.S. & Lee, T.S. (Accepted) Building the Bridge from the Ivory Tower to the Woodstove: A Response to “More Ivory Than Red: False Allegiances in Academia” Invited submission for D. Wilkins (Ed). *Anthology in response to work of Vine Deloria, Jr.* (title not confirmed) Lincoln, NE: University of Nebraska Press.
- Lee, T.S., Werito, V., & Chee, M. (Accepted) Diné Language Teacher Institute & Language Immersion Education. In W. Greyeyes, G. Martinez, and L. Lee (Eds.) *The Yazzie Case: Interrogating the Yazzie/Martinez Lawsuit*. Albuquerque, NM: University of New Mexico Press

## **Scholarly Publications & Media**

- Ryan Grenoble. “High school behind racist ‘Indianettes’ Disney dance routine refuses to budge: Native American scholars say the plainly racist dance is dehumanizing and reduces diverse cultures to a cartoon mockery.” Interview. HuffPost, March 23, 2022.

[https://www.huffpost.com/entry/racist-disney-dance\\_n\\_6234cea0e4b0f1e82c49b536?na](https://www.huffpost.com/entry/racist-disney-dance_n_6234cea0e4b0f1e82c49b536?na)

Lee, T.S., Werito, V. & Chee, M. (Summer 2021) Cultivating Diné Language Immersion Teachers. *Soleado: Promising Practices from the Field* (Newsletter). Albuquerque, NM: Dual Language Education of New Mexico.

Regional Educational Laboratory – Walking in both worlds: Native American students and language acquisition. Interview. June 21, 2020. Video:  
<http://54.234.162.22/ncee/edlabs/regions/southwest/videos/walking-in-both-worlds.aspx>  
Blog: <http://54.234.162.22/ncee/edlabs/regions/southwest/blogs/walking-in-both-worlds.aspx>

Lee, T. S. (December 2018) New Mexico History Lesson plans for NM Public Education Department. Unit on Native American Languages – Grade 9, Unit 3,

1. Lesson 1: What are the Native languages of New Mexico? What communities speak these languages?
2. Lesson 2: What is the meaning of oral traditions and storytelling in NM Native communities?
3. Lesson 3: What is “language shift”? Why does it occur in New Mexico among Native American languages?
4. Lesson 4: How are New Mexico Native American communities trying to maintain and revitalize Native languages?

Lee, T.S. (2017) Commentary on the article "*Mohala i ka wai: Cultural Advantage as a Framework for Indigenous Culture-Based Education and Student Outcomes*" for the Centennial issue of *American Educational Research Journal*

Lee, T. S. (2012) Social change as an academic venture at the University of New Mexico. Commentary for the NAS *Dawn of Nations Today* 2012 edition.

Book prospectus review (2012) of *Indigenous Language Revitalization in the Americas*. NY, NY: Routledge FOR Routledge

Book Review (2010) of *Inside the Eagle's Head: an American Indian College*. Tuscaloosa, Alabama: University of Alabama Press FOR American Indian Quarterly

Lee, T. (2010) Complex ecologies of Indigenous education at the Native American Community Academy. Education Resource Information Clearinghouse (ERIC) Database. Document number: ED510613

Lee, T. S., Lopez, N., Bird, C. P., and Singer, B. (2010) Policy Recommendations based on the research study “Indian Education in New Mexico, 2025,” prepared for the New Mexico Indian Education Advisory Council, May 27, 2010

Book Review (2009) of *Indigenous Knowledge and Education*. Cambridge, MA: Harvard Educational Review FOR American Indian Quarterly

Lee, T. S. (2007) “How do we compel our youth to speak Navajo?: Intersections of Language, Identity, and Power” conference paper from the 2007 Annual Conference of the American Educational Research Association. Published on the US Department of Education, Office of Indian Education Research Website:  
[http://www.ed.gov/rschstat/research/pubs/oieresearch/research\\_conf.html](http://www.ed.gov/rschstat/research/pubs/oieresearch/research_conf.html)

Book Review of Alexie, Sherman (2006) *Flight* FOR Tribal College Journal, 19(2), Winter 2007

Book Review of Mihesuah, Devon A. & Wilson, Angela C. (2004) *Indigenizing the Academy*:

Tiffany S. Lee

*Transforming Scholarship and Empowering Communities*. Lincoln, NE: University of Nebraska Press. FOR Anthropology and Education Quarterly, published online March 2005.

Lee, T.S. (2003) Educating Native students, Inspiring future leaders. *Winds of Change Magazine*, 18, 45-47.

## **Invited Keynote Presentations**

- April 12, 2023 “How do you see yourself? I see me happy: Diversity, equity, and inclusion in Native contexts and in Native American Studies.” Keynote for University of Illinois, Urbana-Champaign Dean’s Distinguished Speaker Series. Urbana-Champaign, IL.
- November 9, 2022 “Why culturally sustaining and revitalizing pedagogy? From youth perspectives to models of CSRP in Indigenous contexts.” Keynote for the 6<sup>th</sup> annual Native language symposium: A cross generation model of education - Keres Children’s Learning Center and the Indigenous Montessori Institute. Albuquerque, NM.
- November 4, 2022 “Just because I can’t speak Navajo doesn’t mean I’m not a *good* Navajo”: Engaging in k’é for Indigenous students’ holistic learning, language revitalization and community wellbeing.” Keynote for the 52<sup>nd</sup> Annual Conference for New York State Teaching English to Speakers of Other Languages (TESOL) conference. White Plains, NY.
- July 19, 2022 “I am fluent in my Indigenous consciousness”: Stories of critical language awareness among Indigenous youth. Keynote for the 33<sup>rd</sup> annual Summer Seminar for Language Teachers. California World Language Project at Stanford University. UC Santa Barbara, Santa Barbara, CA.
- March 20, 2022 “Pedagogies of k’é (kinship) and activism for ensuring Indigenous futures and wellbeing” Keynote for the Annual Meeting of the American Association of Applied Linguistics, Pittsburgh, PA
- June 21, 2021 “Stories of Critical Indigenous Consciousness and Indigenous Innovation” Keynote for Indigenous Teacher Education: Mobilizing Decolonial Praxis Conference for the Indigenous Teacher Education Program, University of Arizona (virtual presentation)
- March 23, 2021 “The Future of Ethnic Studies in a time of Racial Injustice” Keynote for the Ohio State University, Center for Ethnic Studies (virtual presentation)
- November 5, 2020 “Indigenous Language Immersion and Native American Student Wellbeing” Keynote address at La Cosecha Dual Language Education Annual Conference, Santa Fe, NM (held virtually in 2020).
- August 24, 2018 “From taking speakers to creating speakers: Stories of Indigenous language Change” Keynote address at the Multidisciplinary Approached in Language Planning & Policy Conference, Ontario Institute for Studies in Education, University of Toronto, Canada

- June 14, 2018 “Learning from stories of Native language change for community wellness”  
Keynote address at the American Indian English Learners conference,  
Albuquerque, NM
- June 7-8, 2018 Opening Presentation and Conference Reflection for Na’alkaah: The path of  
Diné education research conference, Office of Educational Research and  
Statistics, Division of Diné Education, Navajo Nation Museum, Window Rock,  
AZ
- June 17, 2016 “In school I learn from A-H, but the world is A-Z”: Promoting educational  
relevance, equity, and sovereignty through community-engaged learning.  
Keynote Address at the 7<sup>th</sup> American Indian/Indigenous Teacher Training  
Institute, Northern Arizona University, Flagstaff, AZ
- June 2, 2016 Pedagogies of Relationships and Community for Indigenous Education. Invited  
Public lecture with Patricia Quijada Cerecer. University of Oregon, Eugene, OR
- April 27, 2016 Research, Relationships, and K’*é*. Opening Keynote Speaker for the  
Indigenous Education Research Conference at the University of New Mexico
- March 9, 2016 The significance of K’*é* in research with Indigenous youth. Invited public lecture  
for the Critical Methodologies Seminar Series at the University of Massachusetts,  
Amherst.
- May 8, 2015 Community-based learning and community engagement across  
academic disciplines. Southwest Indian Polytechnic Institute (SIPI) Nation-  
Building Speaker Series, Albuquerque, NM
- March 7, 2014 The significance of K’*é* in Indigenous education. Plenary Education Panelist for  
the conference, “Good Native Governance: Innovative Research in Law,  
Education, and Economic Development,” sponsored by the UCLA School of  
Law and UCLA American Indian Studies Center
- October 18, 2013 NACA’s Indigenous Education. Keynote address presented for the Native  
American Community Academy’s Community Feast Day, Albuquerque, NM
- February 25, 2010 What is a Navajo leader? Keynote address presented for the National Honor  
Society Inductee Ceremony at St Michaels High School, St. Michaels, Arizona
- February 3, 2010 “If I could speak Navajo, I’d definitely speak it 24/7”: Native youth language  
activism and reclamation of heritage. Keynote address for the Indigenous  
Bilingual Education Special Interest Group, Pre-conference Institute of the  
National Association for Bilingual Education, Denver, Colorado.
- October 2007 Becoming Critically Conscious Keynote address on October 8 for Native  
American Week at St Michael’s Middle School and High School, St. Michaels,  
Arizona
- October 2006 Standard English/Broken English: Understanding Native Children's Speech as a  
Language of Oppression, Resistance, and Transformation. Keynote address  
presented on October 13 for ESL and the Native American Student, State Wide  
ESL Teacher Conference, Lander, Wyoming

## **Invited Presentations**

- February 27, 2023 “The significance of k’é in research, writing, teaching, and living.” For the course, Decolonizing Methodologies, Native American Studies, Stanford University (virtual presentation).
- August 3, 2022 “What is the linguistic landscape and its importance for our New Mexico students?” Module 4: Sustained Learning professional development workshop for the NM Public Education Department. Presented with Christine Sims.
- June 24, 2022 “The Past as a Guide: What can we learn from the past about equity in education?” Panel presentation for the 50<sup>th</sup> Anniversary of the Spencer Foundation, Chicago, IL.
- March 3, 2022 Panel presentation for the Race, Inequality, and Language in Education Winter Speaker Series, Stanford School of Education, Stanford University (virtual presentation)
- November 17, 2021 “More than words: Beyond land acknowledgements” for UNM Division for Equity and Inclusion, Native American Heritage Month, Albuquerque, NM (virtual presentation).
- May 14, 2021 “The Future is We: Building Ethnic Studies and College of Education Partnerships” for the NM State-wide Ethnic Studies Council (virtual presentation).
- February 5, 2021 “How to navigate/negotiate the Western racialized structure of universities/colleges?” at the American Indian Studies Association Annual Conference (virtual presentation)
- November 12, 2020 “What is Critical Indigenous and Native American Studies at the University of New Mexico” for the CNM – UNM Transfer Pathways lecture series (virtual presentation)
- November 7, 2020 “Supporting Indigenous Languages” for La Cosecha Dual Language Education Annual Conference, Santa Fe, NM (held virtually in 2020).
- July 28, 2020 “Online Engagement in Native American Studies” presentation for the Diné Studies Conference, Inc. (virtual presentation)
- March 11, 2020 “Indigenous language immersion = Indigenous student wellbeing” for UNM Faculty Lightening Lounge, UNM, Albuquerque, NM
- March 9, 2020 “Plenary Panel Session: Critical Indigenous Changes to Campus Climate” for the Western Association of Graduate Schools, UNM, Albuquerque, NM
- February 19, 2020 “Future of Native American Studies” for the 16<sup>th</sup> Viola Cordova Symposium, UNM, Albuquerque, NM
- August 17, 2018 Faculty development workshop on teaching Native American college students at UNM for the Formation of Accomplished Chemical Engineers for Transforming Society (FACETS), Chemical Engineering Department, UNM



- April 28, 2018 “Teaching and Pedagogy” for the UNM Native American Pedagogies Conference, Albuquerque, NM
- October 19, 2017 “Cyberinfrastructure in Higher Education and K-12” presented at the Campus Cyberinfrastructure Data, Networking, and Innovation Program Conference, UNM Continuing Education.
- January 21, 2017 Unity through Diversity: Honoring Martin Luther King, Jr. at the 6<sup>th</sup> Annual Community Engagement Center Symposium, UNM, Albuquerque, NM
- June 17, 2016 “Connecting wellness and language revitalization for Native youth at the Native American Community Academy” presentation at the 7<sup>th</sup> American Indian/Indigenous Teacher Training Institute, NAU, Flagstaff, AZ
- November 24, 2015 “To spark your ancestral spirit: Connecting wellness and language revitalization for Native youth in the Southwest United States through self-determination and CSR” presentation at the 4th International Language, Education, and Diversity Conference, University of Auckland, New Zealand
- November 21, 2014 “Community-based learning in Native American Studies” presentation at the Community Engaged Scholarship Forum, University of New Mexico
- February 20, 2014 “Critical Diné youth language consciousness” Panel presentation at the Institute for American Indian Research Book Festival, University of New Mexico, Albuquerque, NM
- December 6, 2013 “Transformative Learning for Social Change” Panel presentation and dialogue for the Hand in Hand 3<sup>rd</sup> Annual Symposium on Community Learning and Community Health: Students and Community for Transformational Change, University of New Mexico, Albuquerque, NM.
- October 14, 2013 “What We Do” Native American Studies Faculty Presentation for Indigenous Day, University of New Mexico, sponsored by the Kiva Club and Native American Studies
- April 2012 “Careers in Education Research” presented on April 13 at the AERA Undergraduate Student Education Research Training Workshop, AERA Conference, Vancouver, Canada
- March 2012 “Resilience, resistance, and transformative possibilities for Native American youth in New Mexico” with Nancy Lopez, presented on March 24 at the Pacific Sociological Association Annual Conference, San Diego, CA
- April 2011 “Indigenizing the Academy,” presented on April 11 at the American Educational Research Association Annual Conference, New Orleans, LA
- March 2011 *Scholars in Action* Recognition and Research Presentation, Project for New Mexico Graduate Students of Color and the Office for Equity and Inclusion, University of New Mexico, 2011
- November 2010 “Navigating Tenure and Promotion: Challenges for Junior Minority Faculty,” sponsored by Title V and the Office of Equity and Inclusion, UNM

- April 2010 “Shaping the schooling experiences of U.S. Native students: Intersections among schools, communities, and government” presented on May 1 at the American Educational Research Association Annual Conference, Denver, CO
- February 2010 “Research priorities in Tribal Language Maintenance and Revitalization Efforts” presented on February 20 for the Indigenous Education Symposium, Arizona State University, Tempe, AZ
- December 2009 “New Mexico teachers, students, and community members' perspectives on Native language vitality” presented on December 2 at the National Reading Conference, Albuquerque, NM
- April 2009 “Critical issues in teaching Native youth and teaching about Native peoples” presented on April 16 at the American Educational Research Association Annual Conference, San Diego, CA
- March 2008 “Research, Data Collection, and Analysis among Indigenous Peoples” presented on March 27 for the American Educational Research Association Annual Conference, New York City, New York
- December 2007 “Indian Education: From Boarding Schools to Self-Determination” presented on December 10 for the Museum of Indian Art docent training class, Santa Fe, NM
- September 2007 “American Indian Students and New Mexico Tribal Communities” presented on September 27 at the Celebrating 40 Years of Civil Rights Conference, University of New Mexico, Albuquerque, NM
- April 2007 “Critical Perspectives in Indigenous Education” presented on April 11 for the American Educational Research Association Annual Conference, Chicago, Illinois
- October 2006 “What do Native Teenagers Think about Language? Influences from School, Family, and Community” presented on October 13 for *ESL and the Native American Student*, State Wide ESL Teacher Conference, Lander, Wyoming
- April 2006 “Building Native Nations through Native students' commitment to their communities” presented April 9 for an invited session at the American Educational Research Association Annual Conference, San Francisco, California
- March 2006 “Dine Bizaad: Language learning and choices among Navajo teenagers” presented March 8 as an invited speaker for Women's History Month at University of Texas, San Antonio
- July 2005 “Education Research: A Discipline or a Field?” presented at the AERA-IES Post-Doctoral Fellows' Annual Retreat, Princeton, New Jersey
- December 2005 “To become a complete human being: conceptualizing Indigenous learning communities” presented December 4 for an invited session at the National Museum of the American Indian in conjunction with the American Anthropological Association Annual Meeting, Washington, DC., and presented November 17 for the Educators in Dialog for Inquiry, College of Education, University of New Mexico, Albuquerque, NM

April 2005 “Diné Bizaad: Language learning and choices at home and at school among Navajo teenagers” presented April 27 at the American Indian Language Preservation Conference, Albuquerque, NM

### **Refereed Paper Presentations**

- June 2023 McCarty, T.L., Lee, T.S., Nicholas, S.N., Seltzer, S., Halle-Erby, K., McKenzie, J. *Indigenous Language Immersion and Native American Student Achievement* June 23, 2023 for the Stabilizing Indigenous Languages Symposium, Northern Arizona University, Flagstaff, AZ.
- June 2021 Lee, T.S., Chee, W., Chee, M., Frazier-Whitehair, M. Yazzie, C., & Fernandez, M. *Saad K'idilyé: Planting the Diné Language Seed* June 26, 2021 for the Diné Studies Conference (virtual presentation)
- April 2021 Lee, T.S. & Martinez, G. *Indigenous epistemologies, social justice, and praxis: Centering education on students' wellbeing* Working Roundtable at AERA Annual Meeting (virtual presentation)
- April 2020 Lee, T. S., McCarty, T. L., Nicholas, S. E. & Seltzer, M. H. (2020, Apr 17 – 21) “*You Should Know the Names of the Winds Where You Live*”: *Relationality in Indigenous-Language Schooling* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uhmnuws> (Conference Canceled)
- April 2020 McCarty, T. L., Lee, T. S., Nicholas, S. E., Seltzer, M. H., Begay, W., Chew, K., Jacobson, T., Noguera, J. & Srinivasan, J. (2020, Apr 17 - 21) *The Ethnography of a Relational Methodology in Researching Indigenous-Language Immersion Schooling* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rx2ohgw> (Conference Canceled)
- February 2020 Lee, T.S. *Indigenous epistemologies, social justice, and praxis: Centering education on students' wellbeing*. Presented on February 6 at the American Indian Studies Association Annual Conference, ASU, Tempe, AZ
- February 2018 Lee, T.S. *Indigenous Perspectives on New Mexico History: Counter-narratives for High School Instruction*. Presented on February 2 at the American Indian Studies Association Annual Conference, ASU, Tempe, AZ
- April 2016 Lee, T.S. *Culturally Sustaining/Revitalizing Pedagogy*. Presented on April 12 at the American Educational Research Association Annual Conference, Washington, DC
- April 2015 Tááhó ájít'éego t'éiyá– It is all up to you: Models of Indigenous Educational Self-Determination in the Southwest presented at the American Educational Research Association, Chicago, IL
- May 2014 “Critical Diné youth language consciousness, activism, and reclamation of identity” Presentation at the Native American and Indigenous Studies Association annual conference, Austin, Texas
- March 2014 “Relationships and Indigenous language revitalization: The significance of teacher-student interactions” for the 2<sup>nd</sup> International Conference on Heritage Languages, UCLA, March 7-8

- April 2013 “It is best to know who you are through your culture: resilience, resistance, and transformative possibilities for Native American youth in New Mexico” presented on April 28 at the American Educational Research Association, San Francisco, CA
- April 2013 “Culturally sustaining pedagogy and Indigenous educational sovereignty” presented on April 28 with T.L. McCarty at the American Educational Research Association, San Francisco, CA
- April 2013 “Damaging assessments of desired results: a case study examination of a Native American charter school” presented on April 29 at the American Educational Research Association, San Francisco, CA
- February 2013 “Educating Ourselves in Native American Studies: Community-Based Engagement and Learning in Indigenous Contexts” presented on February 23 at the IMPACT National Conference on service learning, Albuquerque, NM
- April 2012 “Student and Parent perceptions of Native language instruction in New Mexico” presented on April 26 with C. Penny Bird and Nancy Lopez at the New Mexico Association for Bilingual Education/AMME National Conference, Albuquerque, NM
- March 2012 “Critical language awareness among Native youth in New Mexico” presented on March 17 at the 19<sup>th</sup> Navajo Studies Conference, IAIA, Santa Fe, NM
- March 2012 “*If I could speak Navajo, I’d speak it 24/7: Diné youth language consciousness, activism and reclamation of Diné identity*” presented on March 17 at the 19<sup>th</sup> Navajo Studies Conference, IAIA, Santa Fe, NM
- May 2010 “Articulating a critical language consciousness among New Mexico Indigenous youth” paper accepted for the Native American and Indigenous Studies Association Annual Conference, Tucson, AZ
- May 2010 “Complex Ecologies of Indigenous education at the Native American Community Academy” presented on May 2 at the Annual Conference of the American Educational Research Association, Denver, Colorado
- April 2009 “Collective Think, Collective Action: New Mexico Indigenous Communities’ Efforts in Education in a Time of Tests and Accountability” presented on April 14 at the Annual Conference of the American Educational Research Association, San Diego, CA
- March 2009 “Language, Identity, and Power: Navajo and Pueblo Young Adults’ Perspectives and Experiences with Competing Language Ideologies” to be presented March 23 at the Annual Conference of the American Association of Applied Linguistics, Denver, CO and on April 24 at the International Indigenous Language Research Policy Symposium, Albuquerque, NM
- April 2008 “Nizaad Hodooléél: Critical Issues in language revitalization for Navajo youth” presented on April 12 for the Indigenous and Native American Studies Conference, Athens, Georgia
- April 2007 “How do we compel our youth to speak Navajo?: Intersections of Language,

Tiffany S. Lee

Identity, and Power” presented April 2007 at the Annual Conference of the American Educational Research Association, Chicago, Illinois

- April 2007 “Taking My Community With Me : Successes and Challenges of Tribal College Science Majors in Mainstream Universities” presented April 2007 at the Annual Conference of the American Educational Research Association, Chicago, IL
- November 2006 “*If they want Navajo to be learned, then they should require it in all schools: Native students’ experiences, choices, and demands regarding their Native language*” paper presented November 17 at the American Anthropological Association Annual Conference, San Jose, CA; also presented November 3 at the Navajo Studies Conference, Albuquerque, NM
- April 2005 “I came here to learn how to be a leader: Native American nations engaging in critical Indigenous pedagogy” paper presented April 23 at the Cultural Studies, Youth, and Education Conference, Teachers College, New York
- April 2005 “Creating an Indigenous paradigm in Native American Studies” presented April 16 at the annual meeting of the Western Social Science Association, Albuquerque, NM
- April 2005 “Supporting Education and Development of Underrepresented Populations: Research Inquiries of AERA-IES Post-Doctoral Fellows”  
“Culturally Sensitive Research: Accountability and the Role of Institutional Review Boards in Native Communities” presented at the annual meeting of the American Educational Research Association, Montreal, Canada
- April 2004 “Enlightenment and empowerment: Native American college students educational values and experiences” presented April 12 at the annual meeting of the American Educational Research Association, San Diego, CA
- April 2004 “Equity and Race in Education: Emerging Research from AERA-IES Postdoctoral Fellows” presented April 15 at the annual meeting of the American Educational Research Association, San Diego, CA
- November 2003 “TRIBES: Progress and Prospects of a Tribally-driven College Preparation Program” co-presenter with A. David Lester on November 22 at the 25<sup>th</sup> annual American Indian Science and Engineering Society Conference, Albuquerque, NM
- April 2001 “Examining the Community-Based Education Model at Santa Fe Indian School: Student Voices” presented on April 14 at the annual meeting of the American Educational Research Association, Seattle, WA.
- October 2000 “Sources of influence over Navajo adolescents’ language use” presented at the annual meeting of the National Indian Education Association, Sioux Falls, SD

- February 2000 “Native American youth’s attitudes toward their Native language” & “Research using the internet” presented at the Coalition of Educators for Native American Children (CENAC) school rally at Santa Fe Indian School, NM.
- Nov. 1999 “Education Indian Style: a Community Based Education Model” presented on November 20, 1999 at the American Indian Science and Engineering Society’s Annual Conference, Minneapolis, MN
- April 1999 “Creating a College Mentoring and Advising Program for Native American Students at Stanford University” presented on April 17 at the Retention in Education for Today’s American Indian Nations (RETAIN) Conference, Tucson, AZ
- February 1999 “Language Shift among Native Communities: the Current State of Navajo Language” presented on Feb. 13 at the 22<sup>nd</sup> annual California Conference on American Indian Education, Oakland, CA
- March 1998 “Navajo Adolescent Language Attitudes and Behavior” Dissertation Proposal presented at the 5<sup>th</sup> Annual American Indian Research Forum, Stanford University, Stanford, CA
- February 1997 “Native American Perspectives in Social Studies” presented at the National Association of Laboratory Schools-Tag-On Conference, Tuba City, AZ
- April 1992 Gauvain and Lee (1992) “Sociocultural Influences on Children’s Collaborative Interactions” presented at the annual meeting of the American Educational Research Association, San Francisco, CA

### **Chair/Discussant Roles**

- April 2016 Discussant, “Knowledge Keepers as Public Intellectuals: Indigenous Perspectives Toward Nation Building and Democracy,” April 11, American Educational Research Association, Washington, DC
- April 2013 Chair, Presidential Session “The wealth of Indigenous communities and knowledge: Confronting poverty narratives in Indigenous education through strengths-based Indigenous research “ on May 1 at the annual meeting of the American Educational Research Association, San Francisco, CA
- April 2012 Discussant, Presidential Session, “Acting on What We Know: Exemplary Models of Educational Research and Practice in Indigenous Schools and Communities,” April 15, American Educational Research Association, Vancouver, Canada
- April 2010 Listening Session Panelist, Southwest Listening Forum, University of New Mexico
- April 2009 Chair, “The Significance of Race, Culture, Ethnicity, and Social Justice in Teacher Education,” panel symposium, American Educational Research Association, San Diego, CA
- April 2009 Co-Chair, “New Horizons in Indigenous Research and Transformative Action: Perspectives from the Indigenous peoples of the Americas, the Pacific, and

Tiffany S. Lee

Postcolonial Studies,” panel symposium, American Educational Research Association, San Diego, CA

April 2009 Chair, Indigenous People of the Americas Business Meeting, American Educational Research Association, San Diego, CA

April 2009 Discussant, “The Intergenerational Transfer of Indigenous Knowledge Systems,” panel symposium, American Educational Research Association, San Diego, CA

March 2008 Co-Chair, American Educational Research Association, Co-Chair, “Building Community for Indigenous Education: Implications for Native American and Latina/o Schools and Neighborhoods,” panel symposium for Division K (Teacher Education), American Educational Research Association, New York City, NY

## **Service**

### **University**

Search Committee for the Associate Dean of Research, College of Arts & Sciences, UNM, Spring 2022

ADVANCE at UNM Internal Advisory Board – January 2022 – present

UNM 2040: Opportunity Defined Vision Plan - Goal Two: Student Experience and Educational Innovation Task Force, Fall 2021

Search committee for the Dean of the School of Medicine, UNM, July 2021 – October 2021

Lobo Language Acquisition Lab Advisory Board, UNM, August 2021 - present

Africana Studies, Proposal Committee for Departmental Status, UNM, August 2020 – Sept. 2021

UNM Provost’s Promotion and Tenure Review Committee, Spring 2019, Spring 2021

Office of Vice-President for Research, Search Committee, June - November 2020

College of Arts & Sciences Strategic Review Committee of Departmental Hiring Plans, May 2019

UNM Faculty Senate Operations Committee member, 2017-18

UNM Faculty Senate member, 2016-18

Member of the Search Committee for a part-time faculty Director of the Center for Regional Studies, UNM, Fall 2016

Member of the UNM Educator Preparation Council, College of Education, UNM, Spring 2016 – Spring 2018

Search committee member for a Navajo language lecturer position in the Linguistics Department, UNM, Nov. – March, 2016

Member of the Service Learning Advisory Board, Office of Engaged Learning and Research,

UNM, 2015-present

Member of the Criterion Committee Two – Integrity: Ethical and Responsible Conduct for the Re-affirmation of UNM Accreditation from the Higher Learning Commission, 2015-present

Member of the Faculty Ethics and Advisory Committee, Faculty Governance, UNM, 2013-2015

Member of the Faculty Review Panel for Assistant Professor Vincent Werito's Mid-Probationary Review, Language, Literacy, and Sociocultural Studies, College of Education, Spring 2014

Member of the Udall Scholarship Selection Committee, Fall 2013

New Faculty Mentor for Robin Minthorn, Assistant Professor, Educational Leadership and Native American Studies, College of Education, 2012-2013

Member of the Provost's Committee on Interdisciplinary Studies, 2012

Member of the Search Committee for Open Rank Joint Professor Position in Native American Studies and Educational Leadership, 2011-12

Member of the Scholarship Committee, Faculty Governance, UNM, 2010-2012

New Faculty Mentor for Vincent Werito, Assistant Professor, Language, Literacy, and Sociocultural Studies, College of Education, 2010-2011

Advisory Board Member, UNM-Mellon Pre-Doctoral Fellowship Program, 2010-2011

Member of the Search Committee for Open Rank Professor Position in American Indian Education, Language, Literacy, and SocioCultural Studies, College of Education, UNM, 2009-2010

Advisory Council Member, American Indian Language Policy Research and Teacher Training Center, College of Education, 2009 - present

Member, Institute for the Study "Race" and Social Justice Study Group, Robert Wood Johnson Foundation Center for Health Policy, 2009

Coordinator, Native American Studies Scholarship Awards, 2008-2009

Member of the Search Committee for NAS Tenure Track Position, 2008

Coordinated panel on Indigenous education for the Institute for American Indian Research (IfAIR) Graduate Student Conference, opening session, and the Native American Studies Lecture Series, University of New Mexico, April 4, 2008

Member, Recruitment Committee for the Robert Woods Johnson Foundation Health Policy Programs, 2007-2008

Advisor, Diné Club of the University of New Mexico, 2008 to 2013

Advisor, Society for Native American Graduate Students, 2007 to 2011

Member of the Native American Faculty Council, 2005 to present



Native American Studies Convocation and Graduation Planning

Member of the Search Committee for NAS Visiting Professor Position, 2007-2008

Member of the Selection Committee for the American Indian Student Services' Outstanding Student Service Award, Spring 2007

Native American Studies Masters Degree Proposal Development Team, 2005-2006

Native American Studies Bachelor Degree Development, Curriculum Team, 2003-2005

## **Students**

Doctoral students:

Committee Member: Monica Dorame, Doctoral Degree candidate in Organization, Information, and Learning Sciences, UNM Libraries. (Spring 2022)

Committee Member: Monika Honeyestewa, Doctoral Degree candidate in Teacher Education, Educational Leadership, and Policy – Native American Leadership in Education, College of Education. (Fall 2021)

Committee Member: Zane Rosette, Doctoral Degree candidate in Teacher Education, Educational Leadership, and Policy – Native American Leadership in Education, College of Education. (Summer/Fall 2019)

Committee Member: Joshua Krause, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education. (Spring 2019)

Committee Member: Daphne Littlebear, Doctoral Degree student in the College of Social Transformation, Arizona State University

Committee Member: Winoka Begay, Doctoral Degree candidate in in Language, Literacy, and Sociocultural Studies, College of Education.

Committee Member: Estefanita Calabaza, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education.

Committee Member: Catherine Montoya, Doctoral Degree candidate in Teacher Education, Educational Leadership, and Policy – Native American Leadership in Education, College of Education. Successful Defense: March 2021

Committee Member: Natahnee Winder, Western University, Ontario, Canada. Successful Defense: November 18, 2020

Committee Member: Geneva Becenti, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education. Successful Defense: June 20, 2016

Committee Member: Christine B. Vining, Doctoral Degree candidate in Special Education, College of Education. Successful Defense: November 2015

Committee Member: Rebecca Thigpen, Doctoral Degree candidate in Teacher Education,

College of Education. Successful Defense: November 4, 2011

Committee Member: Leola Tsinnajinne, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education. Successful Defense: September 9, 2011

Committee Member: Vincent Werito, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education. Successful Defense: September 27, 2010

Committee Member: Whitney Myers Madden, Doctoral Degree candidate in the Department of English, College of Arts, and Sciences. Successful Defense: May 10, 2008

Committee Member: Jennifer DeGroat, Doctoral Degree candidate in Language, Literacy, and Sociocultural Studies, College of Education

Committee Member: Ivan EagleTail, Doctoral Degree candidate in Educational Thought and Sociocultural Studies

Masters students:

Project of Excellence Advisor. Mildred Young, Master Degree candidate, Native American Studies, College of Arts & Sciences.

Project of Excellence Advisor. Daniel Augustine, Master Degree candidate, Native American Studies, College of Arts & Sciences.

Project of Excellence Advisor. Coren O'Hara, Master Degree candidate, Native American Studies, College of Arts & Sciences.

Project of Excellence Advisor. Cheryl Yazzie, Master Degree candidate, Native American Studies, College of Arts & Sciences.

Project of Excellence Advisor. Nicholas Hardy, Master Degree candidate, Native American Studies, College of Arts & Sciences.

Project of Excellence Advisor. Micha Bitsinnie, Master Degree candidate, Native American Studies, College of Arts & Sciences. Completed and graduated.

Project of Excellence Advisor. Leiloni Begaye, Master Degree candidate, Native American Studies, College of Arts & Sciences. Completed and graduated.

Committee Member. Sandra Yellowhorse, Master Degree candidate, American Studies, College of Arts & Sciences. Defended and graduated.

Committee Member: Nikki Tulley, Master Degree candidate, Water Resources. Defended and graduated.

Committee Member. Sandra Anderson, Master Degree candidate, School of Architecture, Community, and Regional Planning. Defended and graduated.

Committee Member. Michaela Shirley, Master Degree candidate, School of Architecture, Community, and Regional Planning. Defended and graduated.

Tiffany S. Lee

Committee Member. Genevieve Giaccardo, Master Degree candidate, School of Architecture, Community, and Regional Planning. Defended and graduated.

Committee Member: Aprell Emerson, Master Degree candidate, School of Public Administration. Defended and graduated.

Committee Member: Byron Bluehorse, Master Degree candidate in School of Architecture, Community and Regional Planning. Defended and graduated.

Exam Defense Committee Member: Celeste Yazzie, Masters Degree candidate, College of Education, UNM. Defended and passed.

Undergraduate students:

Faculty Mentor: Andy Nez, McNair Fellowship Program, 2013, UNM

Faculty Mentor: Monika Honeyestewa, McNair Fellowship Program, 2012, UNM

Faculty Mentor: Brenton Bluehouse, McNair Fellowship Program, 2009-2010, UNM

Faculty Mentor: Shynoke Ortiz, Research Opportunities Program, 2008-09

Faculty Mentor: Daphne Littlebear, McNair Fellowship Program, 2007-2008, UNM

Faculty Mentor: Renee Tolino, Undergraduate Research Symposium. Selected for an award as “Best oral presentation” April 2007

Faculty Mentor: Janice Kowemy, McNair Fellowship Program, 2005-2006, UNM

Faculty supervisor/mentor for Independent study and Internship courses: 50+ students

## **Letters of Recommendations**

Over the past several years, I have written numerous (150+) letters of recommendation for graduate students and undergraduate students seeking entrance into graduate programs, seeking employment, and seeking special scholarships, awards, internships or other programs.

## **Community & Regional**

Diné Language Teacher Institute Summer Immersion Camp – Organizing team to hold an immersion camp at UNM, June 21-25, 2021 & June 20-26, 2022

Saad K'idilyé: Planting the Diné Language Seed – President of the Board of Directors - Organizing team to create a Diné language nest in Albuquerque, September 2019 – present

Native American Community Academy, Governing Council President and Member, 2006 - 2021

Professional Development Training on New Mexico History Units for Penasco School District, April 30, 2021

Tiffany S. Lee

New Mexico History Lesson Plan writer, Unit on Language, Grade 9 for the Indian Education Division, Public Education Department, July – December 2018

Diné Language and Culture Revitalization Summit, Planning Committee Member, held at Diné College, Tsaile, Arizona, June 2017

New Mexico Indian Education Advisory Council, Appointed Member of the Council, Feb. 2015-Feb. 2019 (Action Research Committee; Urban Area Committee; Bylaws Committee)

Advisory Council, NACA Inspired Schools Network (NISN), 2014 - present

President, Navajo Studies Conference Board, Inc., 2012 – 2015

Board Member, New Mexico Voices for Children, 2010-2013

New Mexico Public Education Department: Working Group on Indian education, Winter 2011-2012

Advisory Committee Member, 20 Year Heritage Language Revitalization Plan, Central Consolidated School District, 2010

Vice President, Navajo Studies Conference Board, Inc., 2009 - 2012

Governor Richardson's Native American Education Task Force Member, Native American Solutions Summit, 2009

College and Career Readiness Policy Institute (CCRPI) Supports Workgroup Committee Member, NM State Public Education Department, Fall 2009

Presentation on Navajo language shift to Upward Bound students enrolled in the Navajo language course at the Southwest Indian Polytechnic Institute, Albuquerque, NM, Summer 2009

Walatowa Charter High School, Early College High, Instructor for Concurrently enrolled WCHS Students, 2008-09

Volunteer coordinator of Council of Energy Resource Tribes Education Fund scholarship program, 2006-2007

Presentation on Indigenous Languages to the Native American Parent Group of Seven-Bar Elementary School, Albuquerque, New Mexico, Jan. 10, 2007

Native American Community Academy (NACA) Curriculum Development Team, 2005

Walatowa Charter High School Curriculum Development Team, 2004

Native American Studies course development team, Rio Ranch High School, NM, 2003

Post-Secondary Opportunities Task Force Member, Futures for Children, 2002

Member, Stanford Native American Graduate Students; Diné (Navajo) Club, Stanford University, 1997-99

Tiffany S. Lee

Co-Coordinator, 23<sup>rd</sup> Annual Stanford Powwow, Stanford University, 1993

President, Organization of North American Indian College Students (ONAICS), 1993

Coordinator, 5<sup>th</sup> Annual ONAICS Conference, Ft. Collins, CO, 1992

Founder, Native American Student Assoc. of Claremont Colleges, Pomona College, 1989

## **National & International**

External Reviewer, California State University at San Marcos, American Indian Studies, March 2023

Expert Panel Reviewer of Grant Proposals, Social Sciences and Humanities Research Council of Canada, January 2017

American Educational Research Association, Nominating Committee, Division B Vice-President, October, 2015

American Educational Research Association, Special Interest Group Executive Committee Elected Member, 2013-2016

American Educational Research Association, Chair of the Committee, Distinguished Dissertation Award for Division G: Social Contexts in Education, 2012-13

American Educational Research Association, Committee Member, Committee on Scholars of Color in Education, 2010-2013

American Educational Research Association, Committee Member, Early Career Award for Division G: Social Contexts in Education, 2011-12

American Educational Research Association, Reviewer, Undergraduate Research Symposium Awards, 2011-12

American Educational Research Association, Co-Planner for the Symposium on Indigenous Education, held February 19-21, 2010 at Arizona State University, Tempe, Arizona

American Educational Research Association, Co-Director for *Integrating Indigenous Knowledge Systems into Educational Research*, Professional Development Course, held April 17 & 18, 2009, San Diego, CA

American Educational Research Association, Indigenous People's of the Americas Special Interest Group, Chair, 2008

American Educational Research Association, Indigenous People's of the Americas Special Interest Group, Chair-Elect/Program Chair, 2007

American Educational Research Association, Indigenous People's of the Americas Special Interest Group, Mike Charleston Award Review and Selection Committee, 2006

American Educational Research Association, Division K: Teaching and Teacher

Education, Program Section 8 (Professional Development), Co-Chair, 2008 & 2009 conferences

Reviewer, National Science Foundation, Endangered Languages Grant Proposals, 2008

## **Refereed Review Boards**

Editorial Board/Reviewer, *Critical Multilingualism Studies*, 2020 – present

Editorial Board/Reviewer, *American Educational Research Journal*, Section on Social and Institutional Analysis. 2013 - present

Editorial Board/Reviewer, *The Sage Guide to Curriculum in Education*, Ming Fang He, Brian Schultz, William Schubert (Eds.), 2013 - present

Editorial Board/Reviewer, *Journal of American Indian Education*, 2010 - present

Reviewer, American Educational Research Journal, 2010 - present

Reviewer, Multicultural Perspectives, 2010 - present

Reviewer, American Indian Culture and Research Journal, 2009 - present

Reviewer, International Journal for the Sociology of Language, 2010 - present

Reviewer, Canadian Journal of Native Education, 2007 - present

Reviewer, Anthropology and Education Quarterly, 2007

## **Professional Associations**

American Educational Research Association

Native American and Indigenous Studies Association

American Anthropology Association, 2005-2007

National Indian Education Association

American Indian Studies Consortium, 2003-2005

American Indian/Alaska Native Professors Association, 2003-2005